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By-Teitelbaum, Sidney L.

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Designed to inform the profession about foreign language programs, methods, schedules, enrollments, and trends on Long Island, this report of a survey conducted in 1968 in 60 school districts, the Diocese of Brooklyn, and three parochial schools updates information gathered in a similar survey made in 1966. After a brief analysis under the general headings of FLES, secondary school language offerings, enrollment, materials, advanced levels, and language laboratories on the inferences of the findings, there is a reprint of a sample survey with collated tallies. Two appendixes list districts offering FLES, German, Greek, Hebrew, Italian, Japanese, Latin, and Russian. (AF)

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THE FOREIGN LANGUAGE INSTRUCTIONAL PROGRAM

ON LONG ISLAND: 1969 SURVEY

Survey prepared and compiled by

Sidney L. Teitelbaum
Curriculum Coordinator
East Meadow Public Schools, N.Y.

Mailing Address: Curriculum Center
Meadowbrook School
Old Westbury Road
East Meadow, NY 11554

FL 001 327

TABLE OF CONTENTS

	Page
Overview of Survey	1
FLES:	
F.L.E.S. Programs	5
F.L.E.S. Supervisors	6
SECONDARY SCHOOLS:	
Language offerings	7
Enrollments	7
Materials	8
Specific F.L. "ingredients" looked for	9
Advanced Levels	9
Language Laboratories	10
Recommendations for Association procedure	10
Professional Service (# of years in position and tenure)	11

Appendix A

Districts offering FLES

Appendix B

Districts offering German, Greek, Hebrew, Italian, Japanese, Latin, Russian

OVERVIEW: A TALE OF TWO SURVEYS

In December of 1968, I undertook the preparation of a survey of Foreign Language instructional programs on Long Island. This project was commissioned and subsidized by the FOREIGN LANGUAGE ASSOCIATION OF CHAIRMEN AND SUPERVISORS (FLACS).

The last survey of this type was completed in March of 1966. The purpose then, as now, was to help keep our profession informed about FL programs, methods, schedules, enrollments, and trends on Long Island.

Has the picture changed in these three years?

Yes.

Although comparisons are often misleading, certain changes in emphases and trends leap from the pages in their desire to be recognized.

On the negative side, these changes include:

fewer Language Laboratories

fewer Advanced Placement Programs

lower enrollments in German, Hebrew, Latin, and Russian

On the positive side, they include:

higher total enrollments in FL

more extensive programs leading to longer language sequences

The tallies shown in this report represent 60 School Districts, the Diocese of Brooklyn, and 3 Parochial high schools. (Total: 64)

Were we perfectly made, therefore, the total number of tallies for any given item would be 64. However, some respondents did not complete every item.

This report is developed in this way: first, I have tried to generalize about the results; then, I have reprinted a sample survey with the collated tallies; following that, I have listed, in Appendix A, the names of those Districts offering FLES; Appendix B lists, for quick reference, where you can find German, Greek, Hebrew, Italian, Japanese, Latin, and Russian.

Brief analysis and inference of findings

FLES

(See Section I)

The FLES movement has not grown significantly. From the 14 programs reported in 1965-66, the current total is 15. (Since 1963,4 Districts have discontinued FLES; 5 have introduced it). Where it has been discontinued, the chief reasons given are lack of funds and lack of qualified personnel.

There is no appreciable difference between the mechanics of the instructional program (languages offered, material, minutes per week, etc.) from the previous survey to the current one.

SECONDARY SCHOOL LANGUAGE OFFERINGS

(See Section IIA)

Every District reported offering at least French and Spanish. In those Districts not offering FLES, the practice is to offer language beginning at the 7th Grade. Four Districts plan to add one language each (German, Hebrew, Italian, Swahili)

Seven Districts plan to delete one language each (Latin-5; Russian-2)

Two additional Districts will abridge their Latin programs.

Three School Districts are to be congratulated for taking the initiative in their selection of language offerings. In each case, these are the only Districts where these languages are offered:

Cold Spring Harbor is currently offering a course in Greek under the direction of the District Supervisor, Mr. David Kaplan.

Garden City offers a 2 year course in Japanese under the supervision of the high school chairman, Mr. Daniel Perkins.

Long Beach is planning to offer a course in Swahili for the 1969-70 school year. The course is being planned by the Language Coordinator, Mr. Wolfred Margolies.

These programs are unique on Long Island and certainly have our admiration and best wishes.

ENROLLMENT (See Section II B)

A greater percentage of the total school population is enrolled in FL classes since the previous survey:

1965-66:56% 1968-69:64.1%

French and Spanish account for 88.9% of the total language enrollment. Enrollment in the other seven languages offered on Long Island is lamentably low:

	1965-66	1968-69
GERMAN	7.1%	4.9%
GREEK	0	less than 1%
HEBREW	2%	less than 1%
ITALIAN	2%	2.4%
JAPANESE	0	less than 1%
LATIN	8.3%	2.5%
RUSSIAN	1.8%	less than 1%

MATERIALS (See Section II C)

A-LM (Harcourt, Brace and World) dominated the instructional materials used in 1966. 75% of the Districts still use A-LM, but the publication of the revised edition will apparently change this picture significantly.

There is no apparent trend, however, to any other instructional series.

ADVANCED LEVELS (See Section IV)

It has become almost standard practice to offer instruction at least through Level 4 French and Spanish. Other Languages do not fare so well.

However, there has been a severe decline in the number of Advanced Placement Programs. Since 1963, 28 (!) Districts have abandoned APP in all languages. This decline in APP has been partially offset by the growth of District-prepared Level 5 courses.

LANGUAGE LABORATORIES

(See Section V)

Districts are becoming more and more disenchanted with Language Laboratories. In 1965-66, 85% of the Districts had Labs; in 1968-69, the figure is 51%. Survey respondents were lavish in their comments placing the blame not on the educational weakness of the Labs, but on their District's unwillingness to support an adequate maintenance program. They report that their teachers lost confidence in the Lab when they repeatedly found it inoperable.

It is additionally significant that of the 31 Districts reporting a Language Laboratory, only 11 answered Yes to the question, "Do you have a successful Language Lab program?"

The additional items on the survey are self-explanatory and, in my judgment, no editorial comment is pertinent.

I. FLES

Do you have a FLES program (grades 1-6)? Yes 15 No 49

A. If No, did you ever have one? Yes 5

1. When was it dropped? 1963 - 3, 1966 - 1, 1968 - 1

2. Do you plan one? Nobody said yes; 2 answered "possibly"

B. If Yes, which languages are taught?

Choice of French or Spanish 6
French & Spanish on an alternate year basis 2
French only 5
French, Spanish, and Italian 1
French, Spanish, and German 1

1. At which grade do you begin?

Grade 1 - 1
Grade 3 - 1
Grade 4 - 2
Grade 5 - 10
Grade 6 - 1

2. % of students involved in FLES?

100% - 10
"almost" 100% - 2
70% - 1
50% - (Gr. 1) - 40% (Gr. 6) - 1
35% - 1

3. Basic Materials used?

A-LM----------2
Chilton (French only)----------2
MLA (Gr. 4, 5); A-LM (Gr. 6)----------1
Encyclopedia Brittanica (Spanish only)---2
Parlons Francais----------1
MLA----------2
McGraw Hill----------4
Holt----------1

4. Total # minutes per week?

# minutes the same for all FLES	# minutes vary according to grade	
200 - 1	Gr. 1 - 4 100	1
150 - 1	Gr. 5 - 6 150	
125 - 3		
100 - 3	Gr. 5 90	1
80 - 2	Gr. 6 135	
60 - 1		
45 - 1	Gr. 4 75	1
	Gr. 5 - 6 150	

5. Who is in charge of the FLES program and what is his title?

School District	Name	Title
Carle Place	William Bondanza	Elementary Curriculum Coordinator
Cold Spring Harbor	David Kaplan	F.L. District Coordinator
East Meadow	Sidney Teitelbaum Louise Kraith	Curriculum Coordinator FLES Chairman
East Williston	Joan Feindler	Curriculum Associate F.L.
Farmingdale	Paul Cincinnato	F.L. Chairman
Great Neck	Jerome Mirsky	F.L. District Coordinator
Hewlett-Woodmere	Judith Harnick Ann Phillips	District Chairman - French District Chairman - Spanish
Herricks	Donald Meagher	Acting Superintendent
Hicksville	Vera de Galante	F.L. Supervisor
Islip	Otto Heisig, Jr.	F.L. Coordinator
Locust Valley	Elizabeth Vamvakis	F.L. Chairman
Mineola	Eugene Lowenberg	French Teacher
Uniondale	Florence Washington	F.L. Chairman
Valley Stream	Patricia Barbme	FLES Chairman
Westbury	Ruth Kelly	F.L. Chairman

6. Are you planning to change the FLES program materials?

yes 4* no 10

* (1 District will phase out FLES)

Change from A-LM to another program 1

Change from Holt to another program 2

Will revise current secondary text material for FLES 1

II. Secondary School

A. Offerings:

1. Check the languages you currently offer, the grade at which students may begin the study of this language, and the number of levels offered:
   Note: These figures refer only to school districts in which these languages are not offered below Grade 7:

Grade	French	German	Hebrew	Italian	Latin	Russian	Spanish	Greek	Japanese
7	37	12	1	3	5	3	36	1	0
8	2	3	0	0	2	0	3	0	0
9	11	6	0	5	19	3	10	0	0
10	0	6	0	2	8	7	1	0	0
11	0	0	0	0	2	1	0	0	1
12	0	0	0	0	0	0	0	0	0

2. Maximum # Levels offered

French	2	0	3	1	4	4	5	39
Latin	2	2	3	8	4	8	5	4
German	2	0	3	5	4	5	5	10
Hebrew	2	0	3	0	4	0	5	1
Italian	2	0	3	4	4	2	5	2
Russian	2	2	3	4	4	1	5	4
Spanish	2	0	3	1	4	5	5	38
Greek	1 level								
Japanese	2 levels								

3. Do you plan to add a language in 1969-70? Yes 4 No 60
   If yes, which one? German in grade 7 - 1, Hebrew - 1, Swahili - 1
   Italian - 1

4. Do you plan to delete a language in 1969-70? Yes 7 No 55
   If yes, which one? All Latin - 3
   Latin 3 & 4 only - 1
   Latin 3 only - 1
   Russian - 2

B. Enrollments:

1. Generally, what % of your secondary school population studies a Foreign Language?

100%	3
90%	1
80% - 89%	8
70% - 79%	13
60% - 69%	15
50% - 59%	15
40% - 49%	3
30% - 39%	2
23%	1

Median: 64.1%

2. How many students are enrolled in:

French	19,900	42.9% of all F.L. enrollment
German	2,900	4.9% of all F.L. enrollment
Greek	25	less than 1%
Hebrew	150	less than 1%
Italian	1,150	2.4%
Japanese	10	less than 1%
Latin	1,750	2.5%
Russian	360	less than 1%
Spanish	21,800	46%
total	48,045	

C. Materials:

1. A-LM: Do you currently use A-LM? Yes 46* No 15

If yes, are you planning to:

a. Retain the current edition 21
or b. Change to the revisal edition 10
or c. Change to a different program 6
or d. Evaluate all of the current program 18
or e. Undecided 6

*This figure does not include the following partial use of A-LM.

Level I only - 1
French & Spanish only - 1
not in Spanish - 1
"Fast" track only - 1
not used in German - 1

2. Other Programs:

What "integrated" program, other than A-LM, do you use?

Dale & Dale (D.C. Heath) - 5
Holt, Rinehart program - 4
McGraw Hill (Learning French (Spanish) The Modern Way) - 3
Chilton Series - 2
Ginn Series - 2

— (4 Districts reported using a variety of text materials)

3. Do you plan to continue with the above program?

Yes 8 No 4
Possibly 1
Change from Holt 3
Change from Chilton 1

III. What are the "ingredients" you are looking for in FL materials?

High degree of motivation	- 11
Meaningful and extensive audio lingual drills	- 8
Cultural material that really reflects the people of the country whose language is studied	- 7
Good audio-lingual approach with early introduction of reading	- 7
Good audio-lingual approach with early introduction of writing	- 6
Integrated materials for at least 3 levels	- 5
Drills for Language Laboratory	- 4
Illustrations that do not portray stereotypes	- 3
Attractive texts	- 2
Good teachers manuals	- 2
Reading material and illustrations that are of current interest	- 2

(41 additional ingredients not mentioned above were requested by 1 District each)

IV. Advanced Levels:

A. Do you have a level 4? Which languages (s)

French	60
Spanish	59
German	14
Latin	10
Italian	4
Russian	3

B. APP Programs

1. Do you have an APP program? Yes 9

2. Which languages are offered in APP?

French	- 9
Spanish	- 8
German	- 4
Latin	- 4

3. Do you have a special course subsequent to Level 4 which is not APP? Yes 19

French V	-20
Spanish V	-19
German V	- 2
French VI	- 1

Comments: The following comment was made in more or less the same words by 10 respondents.

The Audio-lingual approach and the APP are incompatible. We cannot do justice to the former and still prepare students for the rigorous reading required by APP. District-prepared level 5 courses are more meaningful.

V. Language Laboratory

A.

1. Do you have a Language Laboratory? Yes 31

2. If yes, what type is it?

Audio-Active	- 19
Autio-Passive	- 7
Portable	- 2

3. What make is it?

Califorie	- 12
MR I	- 5
Monitor	- 4
Sonocraft	- 4
(others - 1 of each)	

4. Do you have a successful Language Laboratory program?

Yes	- 11
No	- 15
Yes & No	- 5

5. Comments:

Laboratory program ineffective because of poor maintenance	- 14
Glad we gave it up	- 6
Teachers have little confidence in Laboratory	- 6
Tape recorder in each room is better than Laboratory	- 6
Laboratory periods should be scheduled in addition to five regular classroom periods	- 3
Program is better since it was opened on a library basis	- 2

VI. Chairmen, Supervisors, Coordinators

Please give the names, titles, and school addresses of those who are charged with Foreign Language Supervision in your District:

Name	Title	School Address
(complete listing will be available at a later date)		

VII. What would you like our Association to accomplish?

Continue on-going research projects	- 15
Disseminate information relative to our profession	- 11
Continue its fine work	- 9
Enlarge the newsletter to include hints for teachers	- 8
Establish a legislative voice through active participation in State organizations	- 8
Sponsor workshops throughout the year on new teaching materials	- 8
Keep the local Administration aware of the activities of its teachers	- 7
Provide the means whereby members can exchange school - prepared courses of study and materials	- 6

Keep the public aware of the importance of Foreign Language learning - 5
Help set up regional meetings where master teachers can give demonstration lessons - 4
Develop policies re: grouping - 3
Sponsor Practical Problem Solving Sessions - Small Groups - 3
Become a pressure group - 2
Circulate list of texts no longer used in given Districts - 2
Form Standing Committee to review texts and other instructional material - 2
Develop policies re: Regents for all? - 2
Urge New York State to effect tenure positions for department chairmen - 2
Develop policies re: Who should take Foreign Languages? - 2
Develop policies re: Class size - 1
Plan Summer Institutes for gifted language students - 1
Video tape Master Teachers as Models for training sessions - 1

VIII. Professional Service:

A. How long have you held your position as Chairman (Coordinator, Supervisor)

Chairman	Coordinator	Supervisor
14 years - 2	17 years - 1	11 years - 1
13 years - 5	13 years - 1	8 years - 2
12 years - 3	8 years - 3	5 years - 2
11 years - 3	7 years - 3	3 years - 2
10 years - 5	5 years - 1	
8 years - 4	4½ years - 1	
7 years - 3	4 years - 1	
6 years - 2	3 years - 2	
5 years - 4	2 years - 2	
4 years - 2	1 year - 1	
3 years - 4		
2 years - 2		
1 year - 1		
6 mos. - 1		

B. Tenure

Do you have written or oral notification of tenure?

Written - 6
Oral - 28
Not sure - 11
No notification - 7

C. Certification

Permanent certification - 13
Provisional certification - 29
no certification - 17

Appendix A

Districts offering FLES

1. Carle Place
2. Cold Spring Harbor
3. East Meadow
4. East Williston
5. Farmingdale
6. Great Neck
7. Hewlett-Woodmere
8. Herricks
9. Hicksville
10. Islip
11. Locust Valley
12. Mineola
13. Uniondale
14. Valley Stream
15. Westbury

Appendix B

Districts where German, Greek, Hebrew, Italian, Japanese, Latin, Russian are taught. The number next to the District name indicates the grade level at which the language is first offered.

German - offered by 30 Districts

Baldwin	7	Islip	9
Bethpage	7	Jericho	7
Brentwood	10	Lawrence	9
Commack	7	Levittown	8
East Meadow	9	New Hyde Park	7
East Williston	7	Northport	7
Farmingdale	9	Oceanside	8
Freeport	7	Plainview	7
Garden City	8	Port Washington	10
Great Neck	10	Roosevelt	10
Half Hollow Hills	7	Seaford	9
Hewlett-Woodmere	10	Sewanhaka	7
Hicksville	9	Syosset	7
Herricks	7	Uniondale	10
Huntington	10	West Hempstead	8

Greek - offered by 1 District

Cold Spring Harbor	7

Hebrew - offered by one District

Lawrence	7

Italian - offered by 10 Districts

Commack	9	Northport	7
East Meadow	9	Sewanhaka	7
East Williston	10	Syosset	9
Farmingdale	9	Uniondale	10
Hicksville	9	Valley Stream #13	7

Japanese - offered by 1 District

Garden City	11

Latin - offered by 37 Districts

Baldwin	10	Hewlett-Woodmere	10	Pt. Washington	7
Bayport	7	Hicksville	9	Roosevelt	11
Bethpage	9	Herricks	10	Sewanhaka	9
Brentwood	10	Huntington	10	*Syosset	10
*Carle Place	9	Islip	9	St. Mary's Boys H.S.-Manhasset	9
Cold Spring Harbor	9	Jericho	7	Uniondale	10
Commack	11	*Kings Park	9	West Hempstead	8
East Meadow	9	***Lawrence	9	Westbury	9
East Williston	9	Levittown	8	Diocese of Brooklyn	9
Farmingdale	9	**Locust Valley	9	Sacred Heart Academy	9
Freeport	9	Manhasset	7	Holy Cross H.S.	9
Garden City	8	Northport	10		
Great Neck	7	Oceanside	9		

*Language being discontinued.

**2nd and 3rd year of language being discontinued.

***3rd year being discontinued.

Russian - offered by 14 Districts

Baldwin	7	Huntington	10
*Bethpage	9	Lawrence	10
Carle Place	9	Levittown	11
Commack	9	Manhasset	7
Farmingdale	10	Plainview	7
Great Neck	10	Syosset	10
Hewlett-Woodmere	10	Uniondale	10

* Language being discontinued.